


# 2019-20 Achievement & Integration Plan Summary



The background of the slide features a teal-tinted photograph. In the upper portion, a school backpack with various straps and buckles is visible. In the lower portion, a pair of hands is shown writing on a notebook with a pen. The overall aesthetic is clean and educational.

---

## The “Why” Behind A & I

The Minnesota State Department of Education recognizes that Moorhead Area Public Schools is racially isolated and seeks to support the achievement of MAPs students as well as integration of students.

A & I is recognized in MN Statute as a funded program to close the achievement and opportunity gap.



## The “what” of A & I:

MN State Statute [124D.861](#)  
requires revenue be used to  
pursue academic  
achievement & economic  
integration through:

(1) integrated learning environments that give students improved and equitable access to effective and more diverse teachers, prepare all students to be effective citizens, and enhance social cohesion;

(2) policies and curricula and trained instructors, administrators, school counselors, and other advocates to support and enhance integrated learning environments under this section, including through magnet schools, innovative, research-based instruction, differentiated instruction, improved and equitable access to effective and diverse teachers, and targeted interventions to improve achievement; and (3) rigorous career and college readiness programs and effective and more diverse instructors for underserved student populations, consistent with section [120B.30, subdivision 1](#); integrated learning environments to increase student academic achievement; cultural fluency, competency, and interaction; graduation and educational attainment rates; and parent involvement.

(3) rigorous career and college readiness programs and effective and more diverse instructors for underserved student populations, consistent with section [120B.30, subdivision 1](#); integrated learning environments to increase student academic achievement; cultural fluency, competency, and interaction; graduation and educational attainment rates; and parent involvement.

(d) Consistent with paragraph (c), eligible districts may adopt policies to increase the diversity of district teachers and administrators using the revenue under section [124D.862](#) for recruitment, retention, and hiring incentives or additional compensation.



# Meet your leadership work horses: more than 400 collective hours invested

Cani Adan  
Robin Grooters  
Dave Lawrence  
Jeremy Larson  
Isidro Lopez  
Donna Norquay  
Megan Ramsey  
Issac Lundberg

Janice Tweet  
Tamara Uselman  
Kari Yates  
Amy Zanotti  
Marc Wilson  
Julie Frank  
Ad hoc: Kristin Dehmer



## 4 levels of education equity

- Access
- Participation
- Representation
- Outcomes

## In 7 school areas:

- Climate
- Leadership & governance
- Environment & resources
- Continuous Improvement & Inquiry
- Student engagement & outcomes
- Instruction & Assessment
- Family & Community Partnerships



# Two types of data were studied

1. Systems data:
  - a. Building walkthroughs; and
  - b. Classroom visits
  - c. Parent Surveys
  - d. Staff Surveys
2. Outcome data
  - a. Enrollment trends
  - b. Proficiency on state assessments
  - c. Graduation rates
  - d. Teacher demographics & experience
  - e. Exclusionary & disciplinary data
  - f. STEM course enrollment
  - g. Chronic absenteeism



## 4 levels of education equity

- Access
- Participation
- Representation
- Outcomes

## 3 Priority Areas Were Determined:

- Climate
- Leadership & governance
- Environment & resources
- Continuous Improvement & Inquiry
- Student engagement & outcomes
- Instruction & Assessment
- Family & Community Partnerships



## 6 Goals Were Written

- Reduce disparate outcomes in reading and math among racial / ethnic groups
- Reduce disparity in Office Discipline Referrals among racial / ethnic groups
- Increase graduation rates of culturally linguistically diverse students by at least 3% / year
- Increase racial & economic integration via interdistrict family & student learning experiences & celebrations during summer school
- Increase engagement of American Indian families & reduce chronic absenteeism
- Embed ENVoy strategies to increase student engagement

## 3 Priority Areas Were Determined:

- Climate
- Leadership & governance
- Environment & resources
- Continuous Improvement & Inquiry
- Student engagement & outcomes
- Instruction & Assessment
- Family & Community Partnerships



# Reaching Goals #1, 2, & 3 via PEER Partner Teaching (Partnering for Equity, Engagement, and Rigor)



Teaching is complex.

Are data says we have a long way to go.

Wouldn't it be good to have a partner?

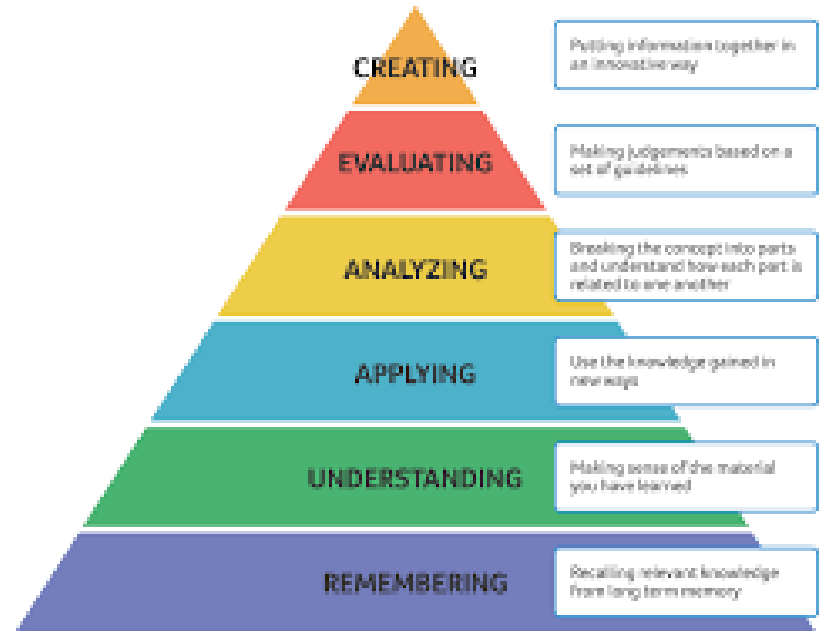


# What do PEER teachers do?

PEER partners team with classroom teachers to strengthen classroom culture by promoting higher levels of EQUITY, ENGAGEMENT, and RIGOR for all.



# A focus on MASLOW as a foundation for BLOOM



# Who do PEER Teachers partner with?

Any classroom teacher who's ready promote higher levels of EQUITY, ENGAGEMENT, and RIGOR, including:

- New teachers
- Veteran teachers
- Teachers with complex classroom composition



# What does the structure look like?

1 FTE PEER Partner per building

- Asp
- DDE
- Hopkins
- SGR
- HZNW
- .5 PCE



# How much time would a PEER Teacher spend with their partner teacher?

- 90 minutes of co-teaching per day for 6-8 weeks
- 15 - 30 minutes of planning per day 6-8 weeks





# What special training will the PEER Teachers receive?

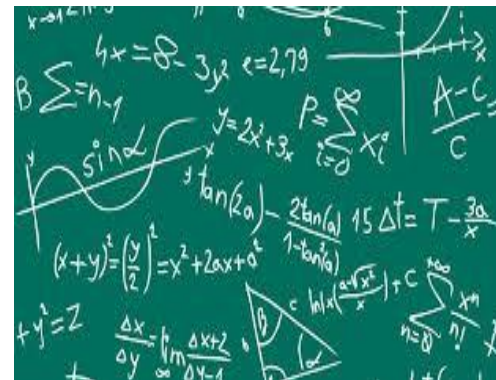
- Envoy
- Coteaching
- Collaborative Problem Solving
- MN Equity Lens Principles
- Root Cause Analysis
- Instructional Design
- Learning Lab Facilitation
- GRR Students / GRR of Partnership
- Culturally responsive, rigourous, engaging learning & communication w families





# How many partner teachers could a PEER teacher collaborate with in a year?

- 3 partner teachers per day (2 hours each) during each 6-8 week cycle
- 5 cycles per year = 15 partner teachers



# How might PEER Partner time be allocated?

- Teacher request
- Principal recommendation
- Mix of new teachers, veteran teachers, and teachers with complex classroom composition

(We would need a selection process and a form for teachers to request participation. Goal for new teachers would be at least on rotation during their first two years in the district.)



# What happens when the 6-8 week partnership is over?

- Coaching connection
- IGDP refinement
- Planning for personalized PD to support extension and transfer of the partnership focus.



# Reaching Goal #3 via BARR (Building Assets, Reducing Risks)



The BARR model uses eight interlocking strategies that build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social and emotional outcomes for all students.



# 8 Strategies of BARR

1. Focus on the whole student;
2. Provide professional development for teachers, counselors, and administrators;
3. Use BARR's I-Time Curriculum to foster a climate for learning;
4. Create cohorts of students;
5. Hold regular meetings of the cohort teacher teams;
6. Conduct risk review meetings;
7. Engage families in student learning; and
8. Engage administrators.



# Reaching Goal #4 funding summer learning opportunities & celebrations





# Inter-district Summer Learning & Summer School Celebrations

1. Provide enrichment activities / opportunities throughout the summer in community locations where summer meals are offered. The enrichment activities will be offered for 45 minutes adjacent to and meal service time. Participation is free and open to students from MAPs & DGF
2. Recognizing summer school success via family / student celebrations





# Reaching Goal #5 Increasing Engagement of American Indian Families via School Family Activities



# Family Engagement Activities

Funds will be allocated to each school to host family engagement activities



# Reaching Goal #6 via ENVoY Professional Development



# ENVoY: Why & What

1. “Why do you need ENVoY? YOU don’t NEED it, but YOU will WANT it when you discover the amazing benefits ENVoY produces!” “. . .a culture conducive to a healthy, calm, respectful, and highly productive learning environment for all students, staff, and visitors throughout the school building,
2. “ What is ENVoY? ... Educational Non-Verbal Yardsticks...a systematic approach of using nonverbal skills to manage students with influence rather than power... the 7 GEMS of ENVoY, were used, students responded immediately and positively to the teacher’s non-verbal requests.



# Progress Monitor, Program Eval, Continuous Improvement

